

BURKE HIGH
244 President Street
Charleston, SC 29403

GRADES 9-12 High School

ENROLLMENT 730 Students

PRINCIPAL Dr. Jonathan Francis 843-579-4815

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	4	3	5

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 1 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Below Average	No
2004	Unsatisfactory	Average	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	36.2	N/A	N/A	60.0	N/A	N/A
Passed 1 subtest	25.9	N/A	N/A	19.3	N/A	N/A
Passed no subtests	37.9	N/A	N/A	20.7	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	69.1%	86.1%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	1.1	2.2
Seniors who met the SAT/ACT requirement	1.1	2.2
Seniors who met the grade point average	8.0	24.6

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	133	97
Number of Diplomas	50	66
Rate	37.6%	67.9%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	97	69.1	87	1.1	133	37.6	YES
Gender							
Male	30	63.3	33	0.0	56	28.6	N/A
Female	67	71.6	54	1.9	77	44.2	N/A
Racial/Ethnic Group							
White	0	N/A	1	I/S	0	N/A	N/A
African-American	97	69.1	86	1.2	133	37.6	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	82	75.6	75	1.3	116	41.4	N/A
Disabilities other than speech	15	33.3	12	0.0	17	11.8	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	97	69.1	87	1.1	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	97	69.1	87	1.1	132	37.1	N/A
Socio-Economic Status							
Subsidized meals	79	70.9	49	0.0	80	40.0	N/A
Full-pay meals	18	61.1	38	2.6	53	34.0	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	197	89.8	41.6	44.1	12.4	1.9	21.7	NO	NO
Gender									
Male	100	87.0	48.7	37.2	12.8	1.3	19.2	N/A	N/A
Female	97	92.8	34.9	50.6	12.0	2.4	24.1	N/A	N/A
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	195	89.7	41.9	43.8	12.5	1.9	21.9	NO	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	161	90.7	32.6	50.8	14.4	2.3	25.0	N/A	N/A
Disabled	36	86.1	82.8	13.8	3.4	N/A	6.9	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	197	89.8	41.6	44.1	12.4	1.9	21.7	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	197	89.8	41.6	44.1	12.4	1.9	21.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	156	92.3	40.4	46.3	11.8	1.5	22.1	NO	NO
Full-pay meals	41	80.5	48.0	32.0	16.0	4.0	20.0	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	197	87.8	55.4	36.9	7.6	N/A	15.9	NO	NO
Gender									
Male	100	85.0	63.2	30.3	6.6	N/A	14.5	N/A	N/A
Female	97	90.7	48.1	43.2	8.6	N/A	17.3	N/A	N/A
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	195	87.7	55.8	36.5	7.7	N/A	16.0	NO	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	161	89.4	50.0	40.8	9.2	N/A	19.2	N/A	N/A
Disabled	36	80.6	81.5	18.5	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	197	87.8	55.4	36.9	7.6	N/A	15.9	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	197	87.8	55.4	36.9	7.6	N/A	15.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	156	89.7	53.8	38.6	7.6	N/A	15.2	NO	NO
Full-pay meals	41	80.5	64.0	28.0	8.0	N/A	20.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 730)				
Retention rate	24.4%	N/A	13.6%	9.1%
Attendance rate	93.8%	Down from 98.4%	95.6%	96.0%
Eligible for gifted and talented	0.6%	Down from 1.4%	3.5%	5.8%
With disabilities other than speech	15.4%	Down from 16.5%	17.4%	12.7%
Older than usual for grade	32.3%	Down from 57.1%	18.2%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Up from 0.3%	0.8%	1.6%
Enrolled in AP/IB programs	4.4%	Down from 12.4%	4.4%	10.2%
Successful on AP/IB exams	N/AV		10.2%	53.8%
Annual dropout rate	19.0%	Up from 5.5%	2.5%	2.7%
Career/technology students in co-curricular organizations	1.3%	No change	4.5%	3.6%
Enrollment in career/technology center courses	408	Up from 273	274	466
Students participating in worked-based experiences	15.4%	Up from 14.8%	22.9%	25.7%
Career/technology students mastering core competencies	56.3%	Up from 56.0%	63.4%	77.7%
Career/technology completers placed	95.5%	Down from 96.3%	97.0%	99.3%
Teachers (n= 47)				
Teachers with advanced degrees	48.9%	Down from 53.6%	47.5%	52.0%
Continuing contract teachers	76.6%	Up from 71.4%	76.3%	82.1%
Highly qualified teachers**	73.1%	N/A	86.2%	89.5%
Teachers with emergency or provisional certificates	11.6%		14.1%	8.6%
Teachers returning from previous year	76.1%	Down from 78.1%	80.0%	86.2%
Teacher attendance rate	92.0%	Down from 94.0%	94.5%	95.3%
Average teacher salary	\$39,180	Up 1.2%	\$39,804	\$41,060
Prof. development days/teacher	15.8 days	N/R	13.0 days	10.6 days
School				
Principal's years at school	1.0	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	27.4 to 1	Up from 24.5 to 1	18.7 to 1	26.4 to 1
Prime instructional time	83.2%	Down from 89.9%	88.0%	90.0%
Dollars spent per pupil*	\$8,636	Up 3.7%	\$7,784	\$6,310
Percent of expenditures for teacher salaries*	54.7%	Down from 55.0%	56.8%	57.9%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	60.6%	Down from 87.8%	79.0%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	88.1%		92.0%	
Highly qualified teachers in high poverty schools**	87.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In the spring of 2004, a five-year School Renewal Plan (SRP) for Burke High School was written. The 17 initiatives of the SRP have been decreased to 14 in order to focus on increasing academic achievement and activities. The plan has been revised yearly to incorporate changes as needed. One of our primary objectives is to increase student attendance so that students are able to stay on track, are academically successful, and are prepared for standardized testing. Students who have not received successful test scores for BSAP and SAT continue to fall below district and state levels due to a number of variables. Displacement of inner-city families and magnet school placements have taken most of the academically gifted students away from Burke to other schools in the district. It is hopeful that the new facility, its increased academic offerings, and increased technology will bring these students back to Burke High School.

School-wide tutorial programs during the school day and supplemental tutorial services after school and on Saturdays support the need to help students improve skills in their areas of deficiency. These services were used in conjunction with the tutorial services provided by the regular classroom teacher. The PLATO Lab was inoperable due to the inability to upgrade the software on the existing computers. New computers have been installed and the PLATO Lab will be operational again beginning in the 2004-2005 school year to assist with remediation.

Teachers have had extensive training in standards implementation as well as developing effective reading and writing practices. These training opportunities were used to focus on strategies for addressing the different requirements of the HSAP Exit Exam. Along with the strategies learned from these training opportunities, teachers will be able to incorporate technology into their daily lesson plans and assignments.

Teachers worked collaboratively to develop plans to begin the SACS accreditation process. This process gave teachers and students an opportunity to review, evaluate, critique, and problem-solve issues of concern. It also gave them a chance to identify resources outside of the school that would enhance academic achievement.

We look forward to the upcoming school year. We want to thank you for entrusting us to prepare your children for their future. We, the faculty and staff of Burke High School, encourage parental and community involvement so that students will have the best opportunity for success.

Blondelle C. Gadsden, Principal

Laqman Rasheed, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	89	2
Percent satisfied with learning environment	44.4%	57.3%	I/S
Percent satisfied with social and physical environment	70.4%	56.0%	I/S
Percent satisfied with home-school relations	7.7%	72.6%	I/S

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.